

## MYRTLE BEACH INTERMEDIATE

3301 OAK STREET

MYRTLE BEACH, SOUTH CAROLINA 29577

**GRADES** 4-5 Elementary School

**ENROLLMENT** 562 Students

**PRINCIPAL** Dottie Brown 843-626-5831

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	17	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 20 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

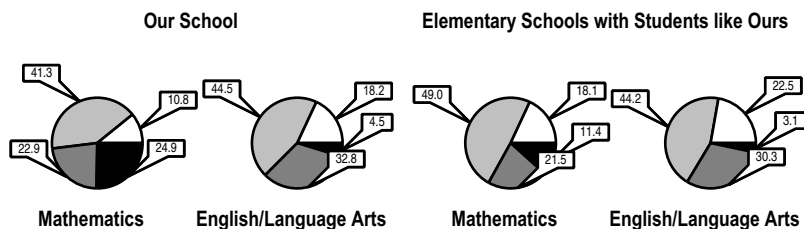
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Excellent	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	244	216
Percent satisfied with learning environment	90.6%	84.0%	87.1%
Percent satisfied with social and physical environment	93.9%	84.0%	77.6%
Percent satisfied with home-school relations	93.9%	92.2%	85.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	566	99.5	18.2	44.5	32.8	4.5	37.3	17.6
Gender								
Male	278	99.3	21.1	46.2	30.8	2.0	32.8	17.6
Female	288	99.7	15.4	42.7	34.9	7.1	41.9	17.6
Racial/Ethnic Group								
White	351	99.1	8.2	42.4	42.4	6.9	49.3	17.6
African-American	162	100.0	32.8	53.3	13.9	N/A	13.9	17.6
Asian/Pacific Islander	11	100.0	16.7	33.3	41.7	8.3	50.0	17.6
Hispanic	40	100.0	47.1	32.4	20.6	N/A	20.6	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	474	99.4	14.6	43.4	36.9	5.0	42.0	17.6
Disabled	92	100.0	39.4	50.7	8.5	1.4	9.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	566	99.5	18.3	44.4	32.9	4.5	37.4	17.6
English Proficiency								
Limited English proficient	22	100.0	81.0	19.0	N/A	N/A	N/A	17.6
Non-limited English proficient	544	99.4	15.5	45.5	34.3	4.7	39.1	17.6
Socio-Economic Status								
Subsidized meals	312	99.7	26.8	51.8	20.2	1.2	21.4	17.6
Full-pay meals	254	99.2	8.7	36.1	47.0	8.3	55.2	17.6

Mathematics								
All students	566	99.8	10.8	41.3	22.9	24.9	47.9	15.5
Gender								
Male	278	100.0	8.9	44.0	21.4	25.8	47.2	15.5
Female	288	99.7	12.9	38.6	24.5	24.1	48.5	15.5
Racial/Ethnic Group								
White	351	99.7	4.6	31.8	29.5	34.1	63.6	15.5
African-American	162	100.0	18.2	66.4	8.8	6.6	15.3	15.5
Asian/Pacific Islander	11	100.0	8.3	25.0	16.7	50.0	66.7	15.5
Hispanic	40	100.0	38.2	29.4	23.5	8.8	32.4	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	474	99.8	10.0	36.8	24.6	28.5	53.1	15.5
Disabled	92	100.0	15.5	67.6	12.7	4.2	16.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	566	99.8	10.9	41.4	22.7	25.0	47.7	15.5
English Proficiency								
Limited English proficient	22	100.0	66.7	19.0	14.3	N/A	14.3	15.5
Non-limited English proficient	544	99.8	8.4	42.4	23.1	26.1	49.3	15.5
Socio-Economic Status								
Subsidized meals	312	100.0	17.8	51.6	20.5	10.1	30.6	15.5
Full-pay meals	254	99.6	3.0	30.0	25.2	41.7	67.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	240	N/A	13.6	44.1	36.9	5.5	42.4
	Grade 5	255	N/A	24.5	45.8	27.7	2.0	29.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	293	99.7	18.7	37.1	38.2	6.0	44.2
	Grade 5	273	99.3	17.7	52.3	27.0	3.0	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	240	N/A	15.3	34.3	25.8	24.6	50.4
	Grade 5	255	N/A	19.3	44.6	17.7	18.5	36.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	293	100.0	10.4	39.0	21.5	29.1	50.6
	Grade 5	273	99.6	11.3	43.7	24.4	20.6	45.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 562)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	Down from 1.0%	2.7%	2.4%
Attendance rate	96.3%	Down from 96.4%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.0%	Up from 21.7%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.5%	Down from 13.0%	8.7%	8.0%
Older than usual for grade	0.9%	Down from 1.8%	0.9%	1.1%
Suspended or expelled	2.0%	Up from 1.3%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	37.1%	Down from 41.2%	49.1%	50.0%
Continuing contract teachers	91.4%	Up from 88.2%	88.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.7%	Down from 92.6%	88.3%	86.2%
Teacher attendance rate	95.6%	Down from 97.4%	95.3%	95.3%
Average teacher salary	\$41,609	Down 5.0%	\$40,044	\$39,909
Prof. development days/teacher	11.8 days	Up from 10.2 days	11.3 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	24.6 to 1	Up from 21.2 to 1	19.1 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 93.3%	90.0%	89.7%
Dollars spent per pupil*	\$5,467	Down 6.1%	\$5,812	\$5,892
Percent spent on teacher salaries*	65.7%	Down from 67.9%	65.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

2002-2003 was an outstanding year at Myrtle Beach Intermediate School. It was a year of innovation and change for both the students and staff of MBI. After many hours spent analyzing our test data in August of 2002, we set out to structure our academic programs for the year around the strengths and needs identified by our test data. As a result, we were able to institute new programs, strengthen our current ones and remain student-centered and individualized. This year we began a before-school program. Every student who arrived at school before 7:15 a.m. reported to the Computer Lab where they received individualized instruction on technology-based applications. We continued our After School Academy for "below basic" students and added an After School Enrichment Program for "proficient" and "advanced" students. We continued our mentoring programs, Soaring to Success and Mentoring Magic, as well as our school-wide standards based morning instruction, Standard Scholars.

Through Title I funds we were able to hire a full-time computer lab teacher who taught each class once a week. Classroom teachers attended with their students in order to implement in their classrooms what the students were learning in the lab. She has also conducted staff development in teaching standards through technology and the use of the Internet as a learning and teaching tool.

This year we also added tutoring during school hours to our instructional program. "Below basic" students received one-on-one instruction in mathematics or English language arts twice a week during the school day. This tutoring provided remediation and enrichment at each student's level and addressed their individual needs.

As we strive to increase achievement and address student needs, we feel it is important to first identify and communicate those needs. To accomplish this goal our teachers continued to provide personalized learning plans as well as academic plans for every student. Parent conferences were held to discuss each student's needs and set goals and, once again, we are able to boast of a 100% participation rate for those conferences.

Our school was also honored as a Red Carpet School this year. We believe that a safe and welcoming environment is the first step towards academic success and we pride ourselves on providing such an environment. By providing a conducive learning environment centered around each individual student, an academic program that is standards-based and data driven, and open communication with our families and community we will continue to take our students to higher levels of learning as we strive for proficiency for all.

Sandra Cross, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.